

# Lesson Design: A Process to Deliver Integrated Instruction within a MTSS



MTSS SUMMIT | SEPTEMBER 4-6, 2019

*better  
together*

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# Where Do Educators “Share” the Responsibility for Teaching and Learning?

During the Lesson Design and Delivery  
Process!!

# Handout: Drivers

## Using Lesson Planning to Align Instruction Across the Tiers

### Drivers:

1. Unless all instruction is standards aligned, student performance on standards-based assessment will be poor.
2. Strong evidence exists that the impact of supplemental, intensive and specially designed instruction is strongly related to the performance of students in Tier 1.

### Purpose:

1. Method to integrate academic and behavior instruction/intervention into a single system that is aligned with state grade-level Standards
2. Integrate learning goals, instructional strategies, student engagement factors and performance criteria into the lesson planning

### Process: All Instructional Staff (Grade Level or Subject Area PLC)

1. All providers of instruction and support are in attendance at the lesson study-general education, remedial education, special education and appropriate related services
2. The Learning Goal/Standard/Progression levels is/are identified explicitly
3. Planning guided by 3 principles of UDL
  - **Principle I: Provide Multiple Means of Representation (the “what” of learning)**
    - Perceptions, Language expressions and symbols and Comprehension
  - **Principle II: Provide Multiple Means of Action and Expression (the “how” of learning)**
    - Physical action, Expression and communication and Executive function
  - **Principle III: Provide Multiple Means of Engagement (the “why” of learning)**
    - Recruiting Interest, Sustaining effort and persistence and Self-regulation

# Important Issues

- **Lesson Design and Delivery** is about ensuring that students are *successful in attaining grade-level/subject-area standards.*
- **The teaching and learning process** includes *expectations and responsibilities for **both** educators and students.*
- **The environment** in which the teaching and learning process occurs includes *evidence-based teaching strategies, universal design to ensure equitable access for all students, classroom structure and the intra- and inter-personal relationships among educators and students.*



# Important Issues

- **Lesson Design and Delivery** focuses on the use of inclusive instruction, maximizing student performance options and ensuring student engagement in the context of specific learning goals.
- **Effective Behavioral and Social-Emotional practices** are included in Lesson Design and Delivery specifically to maximize student learning and performance in the context of the lesson.
- **Effective classroom- and school-wide behavioral and social-emotional practices** are broader and support a positive classroom climate (e.g., explicit social-emotional learning curricula)

# Universal Design for Learning

The Three Principles that guide THINKING  
during the lesson planning process.

# Three Principles

## **Principle I: Provide multiple means of representation**

*The way educator provides flexibility in the methods used to deliver instruction.*

## **Principle II: Provide multiple means of action & expression**

*The ways students respond or demonstrate knowledge & skills*

- Physical action, expression and verbal, nonverbal, written, graphic communication

## **Principle III: Provide multiple means of engagement**

*The way we engage students*

- Recruiting interest (student choice), sustaining effort and persistence & self-regulation

# Engaging Lessons for ALL Learners

We could select instructional strategies that are evidence-based for the “typical” general education classroom — and then differentiate or refer for Level 2 or 3

**OR**

We could select instructional strategies that are evidence-based ***concurrently for diverse learners.***

Good Teaching is a  
Product of Good Planning

# Lesson Study

- Method to integrate academic and behavior instruction/intervention into a single system
- Integrate learning goals, instructional strategies, student engagement factors and performance criteria
- Identify problem behaviors that would interfere with learning and address those behaviors

# Flow of Integrated Lesson Planning

- Step 1: **All** teachers involved with instruction for a grade or subject area attend integrated lesson planning
- Step 2: Level 2/3/SDI teachers/support meet to plan their scope, sequence and pacing of instruction to align with Level 1
- Step 3: Level 2/3/SDI teachers/support communicate their lesson plans with Level 1 teachers.
- Step 4: Level 2/3/SDI teachers/support observe Level 1 instruction to affirm that their instruction is aligned as planned.

### Indiana Academic Standards 2014 Lesson Plan Alignment Template

Subject(s): \_\_\_\_\_ Period(s): \_\_\_\_\_ Grade(s): \_\_\_\_\_

Teacher(s): \_\_\_\_\_ School: \_\_\_\_\_

The lesson plan alignment tool provides examples of the instructional elements that should be included in daily planning and practice for the Indiana Academic Standards. The template is designed as a developmental tool for teachers and those who support teachers. It can also be used to observe a lesson and provide feedback or to guide lesson planning and reflection.

LESSON ELEMENT PROVIDE STUDENT-FRIENDLY TRANSLATION WHERE APPLICABLE	
1. <b>Grade level Indiana Academic Standard(s) 2014 the lesson targets include:</b> (Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy and mathematics skills.)	
2. <b>Learning Target(s):</b> (What will students know & be able to do as a result of this lesson?)	
3. <b>Relating the Learning to Students:</b> (Why are the outcomes of this lesson important in the real world? Why are these outcomes essential for future learning?)	
4. <b>Assessment Criteria for Success:</b> (How will you & your students know if they have successfully met the outcomes? What specific criteria will be met in a successful product/process? What does success on this lesson's outcomes look like? Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.)	
5. <b>- Content Area Literacy Standards for History /Social Studies, Science, &amp; Technical Subjects:</b> for grades 6-12, these standards need to be addressed in the content area. <b>- Math Process Standard(s):</b> used to ensure students learning and best teaching practices for mathematics.	



6. <b>Academic Vocabulary:</b> (Words that will need additional instruction in order to strengthen student understanding in contextual formats.)
7. <b>Examples/Activities/Tasks:</b> (What learning experiences will students engage in? How will you use these learning experiences or their student products as formative assessment opportunities? Provide a balance of on-demand and process writing opportunities for students to draw evidence from the texts to produce a clear and coherent writing that informs, explains, or makes an argument in various written forms.)
8. <b>Resources/Materials:</b> (Focus students on reading a progression of complex texts drawn from the grade-level band. What technology and media tools will be used in this lesson to deepen learning?)
9. <b>Access and Engagement for All:</b> (How will you ensure that all students have access to and are able to engage appropriately in this lesson? Consider all aspects of student diversity and learning preferences.)
10. <b>Differentiation/Accommodations:</b> (What differentiation and/or classroom accommodations will you make for English learners, students with high ability and students with disabilities in your class? What evidence-based strategies for differentiation for all students can be provided? Be as specific as possible.)

**Indiana Academic Standards Aligned Lesson: Reflection**

➤ In addition, please choose ONE question below to respond to after you have taught the lesson OR create your own question and respond to it after you have taught the lesson.

1. How did this lesson support 21<sup>st</sup> Century Skills?
2. How did this lesson reflect academic rigor?
3. How did this lesson cognitively engage students?
4. How did this lesson engage students in collaborative learning and enhance their collaborative learning skills?

# Handout: Case Study

## Case Study Integrated Lesson Planning

**The Student:** Brian is a sixth grader with significant delays in reading. According to recent evaluation data, his reading comprehension level when he must decode independently is four years (2<sup>nd</sup> grade level) behind that of his grade-level peers. He specifically struggles with oral reading fluency. He can currently read 26 words per minute correctly from a 2<sup>nd</sup> grade level text. He can answer 35% of comprehension questions about the text he has read independently. When grade-level material is read aloud to him (Listening Comprehension), he is able to understand the material and answer comprehension question appropriate for his age and grade. Brian is demonstrating avoidance (out of seat, work refusal, request for health.....

# Handout-Lesson Study Guide

- **Lesson Study Guide**
- **Integrating Instruction in a Multi-Tiered System of Supports**
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- **I. Meeting Preparation**
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- **Have all providers of instruction and related services been invited to attend the lesson study/planning meeting for the grade level/subject area?**
  - **General Education**
  - **Remedial Education (e.g., Title 1)**
  - **Special Education**
  - **Instructional Support Staff (e.g., Speech/Language, OT/PT, Student Services—as appropriate)**
- 
- **Has the Learning Goal (s)/Progression Level/Standard that is the focus of the lesson planning been identified and provided to staff ahead of time?**

# Characteristics of Effective Planning-Level 1 (Step 1)

- All teachers involved with instruction for a grade or subject area attend integrated lesson planning
- The Learning Goal/Standard/Progression levels is/are identified explicitly
- Instructional strategies (evidence-based/all learners) for the goal/level and student skill levels are identified- **Principle 1**
- The explicit student performance options necessary to demonstrate proficiency are identified- **Principle 2**
- Technology (e.g., text to speech) that will increase access to content is identified for students with ***access skill deficits (e.g., reading fluency)***

# Tier 1 Instruction: BRIAN and others...

- **Instructional Strategy:** Tier 1 decided to implement Collaborative Strategic Reading for all students in 6<sup>th</sup> grade as a way to teach comprehension strategies. *UDL Principle 1*
- **Student Performance:** Brian (and other students with reading fluency difficulties- e.g., EL) will provide verbal responses to comprehension probes (using either speech to text, teacher interactive or other strategies involving verbal responding) *UDL Principle 2*
- **Access to Content:** Brian and other students will use text to speech technology to access subject content. *UDL Principle 3*
- **Collaboration:** Tier 1 will provide lesson plans in advance to Tier 1/2/SDI providers

## Characteristics of Effective Planning-Level 2/3/SDI (Step 2)

- Level 2/3/SDI providers meet separately to lesson plan their instruction within the context (scope, sequence, pacing) of the Level 1 lesson study meeting
- Instructional strategies, engagement behaviors, behavior supports, are evidence-based to meet the needs of the diverse learners.
- *Specific strategies to include application of instruction in Levels 2, 3 and SDI to actual Level 1 materials are identified.*

## Characteristics of Effective Planning-Level 2/3/SDI

- Alignment with the scope and sequence/pacing chart for Level 1 is **always a priority** when identifying the focus of instruction on a weekly basis
- This alignment permits a strategic focus for issues such as vocabulary, background knowledge, pre-teaching/review/re-teaching, etc. that results in “just in time” readiness for students to integrate what they have learned into Level 1

# Level 2/SDI Instruction: BRIAN and others...

- **Instructional Strategy:**

- **Level 2-** Brian will participate in a Level 2 reading instruction group 2X/week.

- Pre-teach, Review, Reteach instructional strategies
- Use grade-level materials
- Focus on exposure to content (pre-teach) and re-teach as necessary
- Focus on comprehension strategies aligned with grade-level standard

- **SDI-** Brian will participate in a small group (3 students) 5X/week

- Focus on fluency enhancement strategies
- Use grade-level materials, paced to Level 1, to apply fluency strategies
- Errorless learning
- Vocabulary monitoring

- **Student Performance**

- **SDI-** Brian will receive instruction and support in use of the speech to text/text to speech technology



## Characteristics of Effective Planning-Level 2/3/SDI

- Assessments in Level 2/3 incorporate characteristics of assessments in Level 1
- The goal here is to not only ensure that students strengthen needed skills and accelerate their growth BUT ALSO to ensure that the students can explicitly identify how the instruction in Levels 2/3 relates to their work in Level 1

# Calibration-Level 2/3/SDI

- Level 2/3/SDI providers observe their students in the Level 1 environment to ensure alignment of instruction across Levels and to observe variability in student behavior across Levels.
- Adjusting instruction (academic and behavior) in Levels 2/3 will increase successful transfer to Level 1
- Level 2/3/SDI providers increasingly take an active role in the Level 1 Lesson Study to share specially designed instructional strategies and student engagement supports during the Level 1 Lesson Study meetings

# Tier 2/SDI- Case of Brian and others...

- Tier 2
  - Assessment: assessment in Tier 2 will mirror the assessment that will be used in Tier 1
  - Practice using listening comprehension strategies and verbal responding will be provided.
- SDI
  - Assessment: Assessment of fluency will focus on content from grade-level materials using student instructional level of reading fluency.
- Calibration: Tier 2 and Special Education teachers will meet to collaborate on classroom observations and Tier 1 teacher collaboration.

Do the best you  
can until you  
know better.  
Then when you  
know better, do  
better.

*~Maya Angelou*

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